**K-5 Math Lesson Plan**

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| **Teacher:** | | | **Grade:** | | | **Date(s)**: |
| **Unit Title: Unit 1 Count to 120** | | | | **Corresponding Unit Task: 3** | | |
| **Essential Question(s): How do you bundle amounts? Why is bundling important?** | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher: music, 6x6 number cards in order from 45 to 120, performance task 3 materials,** | | **Student:**  **Peppermint candies, Ziploc bags** | | | **bundle tens group single**  **left overs one-digit two-digit** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1.Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  x 4. Model with mathematics.  x 5. Use appropriate tools strategically.  x 6. Attend to precision.  x 7. Look for and make use of structure.  x 8. Look for and express regularity in repeated reasoning. | **Common Core State Standards: 1.NBT.1 1.NBT.2** | | | | | |
| **I Can Statement(s): I can count to 120 starting from any number.**  **I can read and write numbers to 120.** | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  Using 6x6 number cards on floor, student will start walking from lowest number counting on while the music plays. When music stops, student will call the numbers traveled. Next student will continue from last number. | | | | | |
| **Teacher Directed: Choose a number and model how to bundle objects using a ten with leftovers.** | | | | | |
| **Guided Practice: Use peppermint task 3 sheet to model and demonstrate how to bundle objects in three different ways.** | | | | | |
| **Independent Practice: Children will complete performance task 3.** | | | | | |
| **Closing/Summarizing Strategy: When given a number, students will write on to 120 and read numbers written.** | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| Counting by tens helps me be more efficient with large quantities. | | | Have students make groups of tens by circling objects. | | | Model the task multiple times.  Break the task down into individual components. Give directions for the first task then give the directions and model the activity for the second part. |
| **Assessment(s)**  **Performance task 3** | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |